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ABSTRACT

One of three modules which form a model using a multi-media approach for an education department or teacher educator to infuse career education concepts into the pre-service curriculum, this module is designed to provide student teachers with a diversity of techniques, processes and materials that will enable them to incorporate comprehensive career education methods into their lesson plans during practice teaching and into assigned teaching areas as classroom teachers. This module is divided into three parts: "Outside Resources In and Out of the Classroom," "Classroom Processes," and "Library and Commercial Resources." The module is presented in the form of a leadership script, including a list of resources needed, schedule of activities, instruction and notes, and the script itself. (TA)

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CAREER EDUCATION FOR STUDENT TEACHERS, A TRAINING MODEL

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A Transportable Model for
Implementing Career Education into
Pre-Service Teacher Education Programs

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MODULE 2

"Classroom Processes & Resources"

RATIONALE:

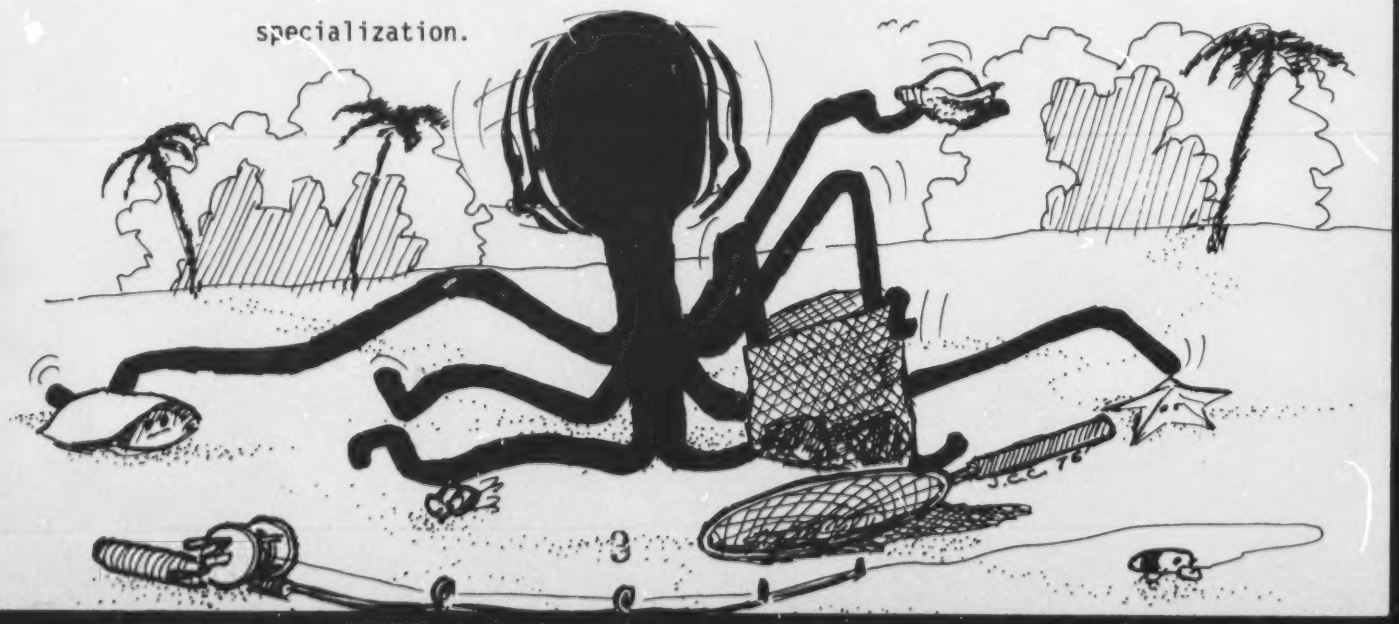
To provide student teachers with a diversity of techniques, processes and materials that will enable them to incorporate comprehensive career education methods into their lesson plans during practice teaching and into assigned teaching areas as classroom teachers.

OBJECTIVES:

1) Student teachers will become aware of the diversity of approaches that can be used to infuse career education into the school curriculum.

2) Student teachers will become aware of community, commercial and teacher-made resources available for integrating career education into subject areas.

3) Student teachers will be able to choose appropriate materials and processes for use in their area of specialization.



EXPECTED OUTCOMES:

1) Student teachers will develop teaching strategies within their subject matter and grade level area(s) that infuse the existing curriculum with career education concepts.

2) Student teachers will identify within a school district and within a local community existing resources for career education implementation.

3) Student teachers will use techniques for involving the community in the classroom to infuse subject matter areas with career education.

4) Student teachers will select appropriate commercially produced career education materials for their subject matter and grade level area(s).

GUIDE TO MODULE 2

Introduction

If career education is to be the vehicle for educational reform that many have heralded it to be, it must become a part of the pre-service teacher preparation program.

This module is designed to assist the Teacher Educator with intusion methods, activities and materials that will prepare student teachers for career education curriculum integration.

Since a knowledge of processes that can be used to achieve career education visability is essential to curriculum development; and, since a systematic method for surveying existing resources as well as enlisting new ones is equally important, this module is entitled, "Classroom Processes & Resources for Career Education."

This module is divided into three parts: Part I., "Outside Resources In and Out of the Classroom;" Part II., "Classroom Processes;" and Part III., "Library & Commercial Resources."

The Teacher Educator should read the entire module before introducing it in the course of study. The Parts may be presented in the sequence listed or as separate units at appropriate times during the semester where the instructor finds them most useful. The module may be presented as a whole or in part and the Teacher Educator is encouraged to use only those sections that meet the needs of the pre-service students.

"Outside Resources, In and Out of the Classroom"

- Part I., when completed, will have acquainted each student teacher in the class with resourcing skills for career education.

- Become familiar with the resource materials in Module 2. It will be necessary to duplicate the materials listed in the "Resources Needed" section of Part I.

- Follow the Leadership Guide in using this module.

- Three, 50-minute class periods are recommended in Part I. Should the time frame be a constraint, the Teacher Educator is encouraged to choose the activities that will be most useful to the attainment of the course objectives.

RESOURCES NEEDED

Materials Provided:

1) Leadership Guide
2) "How to Build a Local Resource File"
3) "Everybody is a Teacher"
4) "Basic Learner Outcomes," 1 Page Handout
5) "Basic Learner Outcomes, Theoretical Ideal Rankings"
6) Basic Learner Outcomes for Career Education, Texas Education Agency
7) "Career Education Concepts and the 15 Occupational Clusters"
8) "Scope and Sequence for Career Awareness"
9) "How to Use a Community Resource Person in the Classroom"
10) "Suggestions for a Classroom Resource Person"
11) "How to Plan a Field Trip"
12) An Analysis of Fifteen Occupational Clusters as Identified by the U.S. Office of Education
13) Yellow Pages of Learning Resources
14) Parent Survey and Reply Forms

Materials to Prepare:

1) Duplicate one copy of the following for each student in the class: Items 2, 3, 4, 5, 7, 8, 9, 10, 11, 14 (above).

Equipment Needed:

1) Copying or duplicating equipment.

Media to Request from Region Education Service Center:

1) It would be helpful to order several community resource directories if possible, to use as examples.

Resource Person: (optional)

Consultants are available from the Center for Career Development and Occupational Preparation, College of Education, Texas A&M University; Region Education Service Centers; or the Texas Education Agency.

Part I.

First Day: Schedule of Activities

Activity	Time
Introduction	5 min.
Discussion	10 min.
Building a Resource File	15 min.
Discussion	10 min.
Examples of Resource Directories	10 min.
TOTAL TIME	50 min.

FIRST DAY

LEADERSHIP SCRIPT

Instruction and Notes

Have the necessary handouts been prepared?

Script (Teacher Educator Speaking)

Today we are going to explore ways to build a local career education resource file. Imagine for a moment that you are out of school, in a new town, looking for a teaching job. The personnel director has just told you that there are no openings in the district. What else could you do to support yourself? What other skills or talents do you have?

(Discussion)

As you can see, there are a number of things you can do or know how to do.

Instruction and Notes

Script

Perhaps it's surprising to learn of the hidden talents class members have in addition to teaching skills.

Now, imagine yourself a teacher whose principal has just appointed him/her chairman of a committee to establish a career education resource file in the school. How would you go about doing this?

(Discussion)

Possible discussion points:

1. Surveying parents. Why?
   a. They will be interested in the school because their children are there.
   b. They will be easily accessible for contacting.
   c. They will probably live near the school, so that it would be convenient for them to serve as resource persons.

Instruction and Notes

Script

2. Surveying teachers. Why?
   a. Many will have other skills in addition to teaching that they can contribute as we discussed earlier today.
   b. Since they are already at the school, it would be easy to set up a time for them to visit your classroom.
3. Surveying students. Why?
   a. Many have hobbies that can lead to occupations.
   b. Some may have traveled with their parents and be able to share slides or pictures showing likenesses and differences in life styles or occupations in different sections of the country.
4. The Chamber of Commerce. Why?
   a. They have a current listing of all community businesses.
   b. In order to promote good feelings in the community, they are usually anxious to assist any group.

Instruction and Notes	Script
Distribute after discussion, "How to Build a Local Resource File."	
Distribute Parent Survey and Reply forms and "Everybody is a Teacher" form to use as examples.	Let's examine these forms for additional ideas.
	(Further Discussion)
Show examples of community resource directories from the Region Education Service Center.	
Show Yellow Pages of Learning Resources.	This is a resource directory called the Yellow Pages of Learning Resources. It is concerned with the potential of the city as a place for learning. This is an example of the many useful commercially made materials being marketed. This booklet is particularly useful because of its effective utilization of questioning strategies.

Part I.

Second Day: Schedule of Activities

Activity	Time
Career Education Concepts	10 min.
Fifteen Occupational Clusters	15 min.
Basic Learner Outcomes/Theoretical Ideal Rankings	15 min.
Scope and Sequence for Career Awareness Using Community Resources	10 min.
TOTAL TIME	50 min.

SECOND DAY

LEADERSHIP SCRIPT

Instructions and Notes	Script (Teacher Educator Speaking)
Distribute "Career Education Concepts" form with 15 career clusters.	Today we will be concerned with career education concepts, clusters, and sequencing. Read down the concepts list from 1-22. Which concepts seem especially appropriate for your teaching field? (Elicit Response)
Show An Analysis of Fifteen Occupational Clusters Identified by the U.S. Office of Education.	The fifteen career fields (or clusters) are listed on the back of the concepts page.

Instruction and Notes

Take any one cluster and discuss information given in the book.

Distribute form, "Basic Learner Outcomes" to each student teacher.

Show pamphlet, Basic Learner Outcomes for Career Education, Texas Education Agency, 1973.

Script

(D scussion)

Let's look at the Health Cluster in this book.

There is an introduction to the cluster and methodology given first. The third section has job families and occupational listings. For example, Mental Health and Mental Health Services is a job family. Under this are the occupational listings--psychiatrist, psychiatric social worker, psychometrist, psychologist and social psychologist. At the end of each cluster is a flow chart which shows the job families and corresponding occupations. This is valuable for use as a quick reference for each cluster.

In 1973, the Texas Education Agency published this pamphlet, Basic Learner Outcomes for Career Education. The "basic"

Instruction and Notes

Distribute the "Basic Learner Outcomes/Theoretical Ideal Rankings."

Script

outcomes to be achieved with all Texas students by age 17 have been sorted into nine categories to assist in communication. Let's look at the first category--"Career Planning and Decision Making." There are twelve outcomes in this category. Your handout lists a summary statement about the category. The second category is "Career and Occupational Information," etc.

The student should be aware of the various jobs requiring similar skills. By age 17, the student should know the opportunities for advancement in his/her career area.

One of the nine categories has 33 "outcomes" listed. There are 177 total outcomes in the combined nine categories.

This form illustrates the Theoretical Ideal Rankings of the nine categories when grouped by grade levels. For example in K-2 and 3-4, research has

Instruction and Notes

Distribute "Scope and Sequence for Career Awareness," chart.

Script

indicated that "Attitudes and Appreciations" are the most important outcomes to stress. In level 5-6, "Skills in Human Relationships" is most important. In 7-8, "Self-Investigation" receives the #1 ranking. "Career Information" has moved to the front in level 9-10 and, in 11-12, "Career Planning and Decision Making" is most important. As you can see, "Attitudes and Appreciations" has dropped to the ninth slot. Hopefully, students will have built their attitudes and appreciations during their early elementary days. The nine categories do not change during these years but the emphasis shifts from level to level.

Scope and sequence is important in career education, both in terms of the learner outcomes and in use of local resources. A scope and sequence chart will help to illustrate ways this can be accomplished using local resources.

Instruction and Notes

Dismiss.

Script

Look at the "Scope and Sequence Chart for Career Awareness" in grades K-6. In kindergarten the main emphasis is on self-awareness. In Grade 1, the Family and Home receives the major emphasis but other topics are introduced such as School, Community, and City. By Grade 5, Business and Industry in America receives the most emphasis, but in addition, the 15 clusters are related to this concept. Note the progression in the chart from familiar to unfamiliar. Self is the thing with which the kindergarten child is most familiar. Each year, the progression moves gradually to the unfamiliar.

Do you have any comments or questions about this chart?

The next lecture will concentrate on bringing the community into the classroom.

Part I.

Third Day: Schedule of Activities

Activity	Time
Introduction	5 min.
Discussion	15 min.
How to Use a Community Resource Person	10 min.
How to Prepare a Resource Person	10 min.
How to Plan a Field Trip	10 min.
TOTAL TIME	50 min.

THIRD DAY

LEADERSHIP SCRIPT

Script (Teacher Educator Speaking)

The lecture today is on bringing the community into the classroom. What might be some ways you as a teacher could use a resource person?

(Discussion)

Possible discussion points:

1. To help meet an instructional need.
   a. The resource person can provide additional information about a subject by describing work related to the subject.

Instruction and Notes

Script

b. The resource person can make the subject more interesting by providing materials and examples to which the teacher might not otherwise have access.

Distribute "How to Use a Community Resource Person in the Classroom."

Do you see anything on the handout that may have not been mentioned previously?

What kinds of suggestions might be made to a classroom resource person prior to the arrival date at the school?

(Discussion)

Possible discussion points:

1. The resource person should bring something to interest the audience in his job. Why?
   The students will be able to better visualize what the person does.
2. When introduced to the class, the resource person should write the name of his occupation on the board and

Instruction and Notes

Script

if he/she brought special equipment, write the names of the items on the board. Why?
The students will become familiar with that occupation's terminology so that vocabulary building can be incorporated.

3. The resource person should discuss his work with the students. Why?
Students may have questions or not understand points.

4. Relate work areas to school experiences. Why?
This will make the students aware of how different subjects are used in the working world and the relevancy of school to work.

5. The person should wear what is worn to work during the presentation. Why?
This will help the student to better identify the resource person with his/her work.

6. The resource person should emphasize his/her work hours, duties, special

Instruction and Notes

Distribute "Suggestions for a Classroom Resource Person."

Script

training needed, skills needed, and the environment in which he/she works. Why?
The student needs to be familiar with many aspects of the job.

7. The resource person should let the teacher know if special equipment will be needed (for example, a projector) so that every effort can be made to make the resource person feel secure in the classroom.

Sometimes, instead of having a resource person come to the school, a field trip (or on-site experience) might be a better way to infuse a career education concept into the curriculum.

What are some of your ideas about planning for a field trip?

(Discussion)

Instruction and Notes

Script

Some possible discussion points about the planning and utilization of field trips:

1. Determine if the instructional objective can be met most effectively by a field trip.
2. Carefully select an appropriate site.
3. Preview and evaluate the site.
4. Secure administrative approval.
5. Contact the resource.
6. Arrange for transportation.
7. Secure parental permission.
8. Secure extra supervisory help if needed.
9. Prepare the students for the trip
    a. give details of the trip
    b. explain the purpose of the trip
    c. suggest things to watch for
    d. explain the ground rules for the trip
    e. assign special jobs.

Instruction and Notes	Script
	10. Plan follow-up activities: student reports, student project, thank you letters.
	11. Evaluate the trip--were objectives accomplished? Was time and expense reasonable? Are future trips desirable?
Distribute "How to Plan a Field Trip."	
	What are some things included on this form that have not been mentioned?
	(Discussion)
Dismiss.	

This concludes Part I. of Module 2, "Outside Resources." Proceed to Part II., "Classroom Processes."

"Classroom Processes"

- The next section of this module is designed to acquaint student teachers with classroom activities which can be used to infuse career education concepts.

- Examine the "Resources Needed" page of Part II. to determine materials to be duplicated and audio-visual equipment to be ordered prior to classtime.

- Follow the Leadership Guide in presenting the material.

- The time frames provided should be useful for alloting classroom time. Two, 50-minute class periods are suggested for presenting Part II, "Classroom Processes." The Teacher Educator may alter times and activities to accommodate the needs of the students.

RESOURCES NEEDED

Materials Provided:

1) "Suggestions for Teaching/Learning Activities"
2) Slide/Tape Presentation, "Things to Do: Learning Strategies for Career Education"
3) Video Tape #2
4) Leadership Guide

Materials to Prepare:

1) Chart tablets and felt-tip markers

Equipment Needed:

1) Copying or duplicating equipment
2) Carousel Slide Projector
3) Screen
4) Cassette Tape Player
5) Video Tape Recorder and Viewing Monitor

Media to Request from Region Education Service Center:

None

Resource Person: (optional)

Consultants are available from the Center for Career Development and Occupational Preparation, College of Education, Texas A&M University; Region Education Service Centers; or the Texas Education Agency.

Part II.

First Day: Schedule of Activities

Activity	Time
Introduction	5 min.
Slide/Tape Presentation	20 min.
Teaching-Learning Activity	25 min.
TOTAL TIME	50 min.

FIRST DAY

LEADERSHIP SCRIPT

Instruction and Notes

Note: Have the necessary handouts been prepared?

Show slide/tape presentation.

Script (Teacher Educator Speaking)

Until now, this class has been concerned with getting ready for career education. Specific ways of resourcing the school and community have been covered. Today, the emphasis becomes more specific. A slide/tape presentation will focus on classroom processes that present career education concepts within the existing curriculum in the public school.

(SHOW SLIDE TAPE)

This class will be devising teaching-learning activities for individual grade

Instruction and Notes	Script
	level and subject matter areas that utilize some of the methods presented in the slide/tape presentation or that utilize outside resources and resource persons. Here is a list of possible activities.
Distribute "Suggestions for Teaching-Learning Activities."	
	Through group interaction you are to develop a career education activity to accompany something presently being presented in the public school curriculum in your teaching area of emphasis.
Group the class by grade level interests. In those subjects that are departmentalized, grouping by subject matter areas may be preferred.	
	You will have 30 minutes to develop an activity idea. At the next class meeting, someone from each group will

Instruction and Notes	Script
	briefly describe the subject matter from the curriculum and a career education activity that could serve to reinforce it.
Chart tablets and felt-tip markers should be provided to each group.	
	(Career education teaching-learning activity development.)
	The time is up. Be prepared to share the activities that the group has developed at the next class meeting.
Dismiss.	

Part II.

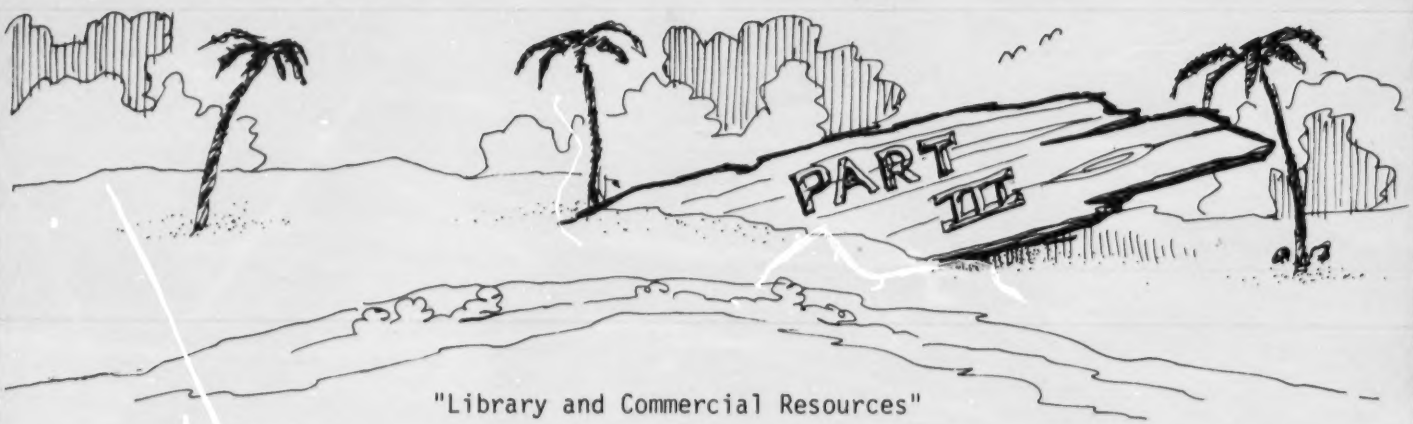
Second Day: Schedule of Activities

Activity	Time
Introduction	5 min.
Presentation of Teaching-Learning Activities	30 min.
Video Tape #2	15 min.
TOTAL TIME	50 min.

SECOND DAY

LEADERSHIP SCRIPT

Instruction and Notes	Script (Teacher Educator Speaking)
	Yesterday you worked in groups developing activities for career education integration. Let's discuss those activities now. Which group would like to be first?
Let each group present their activities to the class.	
	(Group Presentations)
	You have all done a fine job. Now let's watch our second video tape on career education.
Show Video Tape #2.	
Dismiss.	



"Library and Commercial Resources"

The next section of this module is designed for the student teacher to become aware of both library and commercial resources for career education.

- Examine the Resources Needed page for Part III. to determine materials to be duplicated and audio-visual equipment to be ordered prior to classtime.

- Contact the career education consultant in your Region Education Service Center. Schedule a career education Media and Materials Fair for your class(s). This fair should display representative types of commercially developed materials by the various grade level areas. A fair of this type is usually more successful when a consultant is available to answer questions during the display. You may want to include other instructors and their classes in the fair activity for maximum visibility of the materials. (See page 34 for other options.)

- Follow the Leadership Guide in presenting the material.

- Three, 50-minute class periods are recommended for Part II. of Module 2. Some outside activities are included in the suggested lesson plan. The Teacher Educator may alter the time frame or activities to better accomodate the needs of the students.

RESOURCES NEEDED

Materials Provided:

1) Leadership Guide

2) List of Suggested Materials for the Media and Materials Fair

Materials to Prepare:

None

Equipment Needed:*

1) Assorted Projection Equipment

2) Cassette Tape Players

*Check with Career Education Consultant from the Region Education Service Center for exact type of equipment needed.

Media to Request from Region Education Service Center:

1) Assorted career education media and materials K-12 for use in a Media and Materials Fair.

Resource Person: (optional)

Consultants are available from the Center for Career Development and Occupational Preparation, College of Education, Texas A&M University; Region Education Service Centers; or the Texas Education Agency.

For this activity it is recommended that a materials specialist or the Career Education Consultant from the Region Service Center be present during the fair. (See page 34 for other resource suggestions).

Part III.

First Day: Schedule of Activities

Activity	Time
Assignment Reports on Occupational Clusters	20 min.
Teaming Activity	30 min.
TOTAL TIME	50 min.

FIRST DAY

LEADERSHIP SCRIPT

Instruction and Notes	Script (Teacher Educator Speaking)
The 15 Occupational Clusters are listed on page 2 of the handout distributed to students during Part I. of this module entitled, "Career Education Concepts and the 15 Occupational Clusters."	Previous class meetings briefly presented the 15 Occupational Clusters as identified by the United States Office of Education. The next few class meetings will be designed to help you to become more familiar with the various occupations that are in each of the 15 clusters and possible resources for presenting them to students. During the next few minutes, look over the list and decide which of the

Instruction and Notes	Script
	15 clusters seems most interesting to you. Locate a partner with a similar interest to team with on an outside project. You and your partner will be responsible for presenting the cluster to the class in such a way that each member will gain an understanding of the types of occupations that are in each of the 15 clusters. You may use the Analysis Guide in addition to library sources that will help with this assignment. The presentations will be due at the next class period and should not be lengthy.
Show Analysis of Fifteen Clusters Identified by the U.S. Office of Education.	
	Use the remainder of the class time for locating a partner and deciding on a cluster to explore.
Memo: Try to avoid duplication of clusters so that all 15 can be presented.	
	Turn in a selection sheet when you leave that lists both names who are teaming on the project and the cluster to be presented.
	(Teaming Activity)
Dismiss.	

Part III.

Second Day: Schedule of Activities

Activity	Time
Presentation of Reports	35 min.
Assignment of Resource Directory for Occupational Cluster	15 min.
TOTAL TIME	50 min.

SECOND DAY

LEADERSHIP SCRIPT

Instruction and Notes

Script (Teacher Educator Speaking)

The assignment for today involved brief presentations of Occupational Clusters by teams. Who would like to begin?

(Presentations)

Thank you for presenting such interesting reports. Perhaps it is now more evident how the U.S. Office of Education chose these 15 areas and that, indeed, all occupations do fit one of these 15 categories.

What source did you basically use in seeking information for your reports?

(Probably, the library)

Instruction and Notes

Script

This activity has served to emphasize the wealth of materials and information available to teachers for presenting career education in the classroom. Many of the materials are located in school libraries or in school resource rooms; but they have not yet been identified to teachers in terms of career education infusion materials.

It seems important, then, that you as future teachers should become knowledgeable of school libraries generally and ways resources within the school and public libraries can be identified.

Most school libraries are classified by the use of a card catalog; however, many use only shelf lists and others an accession ledger. Sometimes filmstrips, records, tapes, picture story cards, transparencies and other audio visual materials are listed in a building catalog. If the district has a media center, sometimes a catalog has also been made of these materials.

Instruction and Notes

Dismiss.

Script

Your next assignment is to contact a public school librarian (at any level you choose) or a librarian at a public library. Arrange for time and access to the card catalog or other information that would enable you to prepare a list of materials and books by occupational clusters. Prepare a resource directory for the occupational cluster which you presented today. You may continue working in pairs and only one report will be required per pair. These should be prepared in duplicate so that one can be given to the school librarian where you did your work. These will be due on (Month, Day). Be prepared to discuss your experience in preparing the library resource guide on that day.

Part III.

Third Day: Schedule of Activities

Activity		Time
Introduction		5 min.
Media and Materials Fair		45 min.
	TOTAL TIME	50 min.

THIRD DAY

LEADERSHIP SCRIPT

Instruction and Notes

The Media and Materials Fair should have been scheduled several weeks prior to the date of the activity. Should a Service Center not be available, perhaps a departmental display could be arranged using existing items.

Book companies and media suppliers are also good sources for hosting a fair. The public library or the

Script (Teacher Educator Speaking)

A career education Media and Materials Fair has been arranged today in (Place). It will be open from (Times). This display has been made possible through Region (Number) Education Service Center, and the Center for Career Development and Occupational Preparation at Texas A&M University. (Name), a Career Education Consultant from the Service Center is present to answer your questions about the materials. This is an excellent way of becoming acquainted with commercially made materials.

Script

college or university library are other options for providing a fair.

This is the end of our formal class today. You are dismissed to the Media Fair.

Enjoy yourself!

Dismiss.

Note: This activity concludes Module 2.

The outside assignment made on the Second Day of Part III remains to be presented, however.

Proceed to Module 3, "Curriculum Development for Career Education."

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